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Thesis

TO WHAT EXTENT ARE THE ELEMENTARY
SCHOOLS OF NEWINGTON, CONNECTICUT,
UTILIZING THE RESOURCES OF THE COMMUNITY

Submitted by

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the degree of Master of Education

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CHAPTER I

THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the extent to which the elementary schools of Newington, Connecticut, are utilizing the resources of the community.

Although there is much material available as to those community resources that are being utilized and best suited for elementary schools, as well as suggestions and techniques for making the best use of them, little data are available as to a method or plan of determining to what extent the elementary schools are utilizing the resources of their particular communities.

Through research, the writer has evolved a representative list of those community resources that are being utilized by individual teachers or groups of teachers throughout the country, and has built a questionnaire in the form of a check list. In this check list, the community resources have been classified and placed in the following categories: (1) Field Trips, (2) Resource Visitors, (3) Interviews with Resource People, (4) Collections and Exhibits, (5) Contacts with Community Agencies, (6) Local Resource

Surveys, (7) Community Service Enterprises.

Aim of the questionnaire. First, to determine the extent to which the resources of Newington, Connecticut, (1) have been utilized since the beginning of the present school year in 1946, (2) have been utilized during the two previous school years, (3) will be utilized during the remainder of this school year in 1947.

Second, to serve as a pattern, model, or a point of departure for others who may be interested in seeking information of a similar nature concerning schools in other communities.

Definitions of Terms Used ^{1/}

Field Trips. A field trip is an organized excursion which is taken by the children primarily for educational purposes, as an integral part of their classroom program. It offers first hand acquaintance with natural and social features of the local environment, with opportunity for securing information by on-the-scene discovery and investigation on the part of the children. Satisfactory trips may require only a few minutes as when a class goes outside to notice some natural phenomena in the school yard. Other

^{1/} Adapted from Edward G. Olsen's, School and Community, (New York, Prentice-Hall, Inc., 1945).

trips may require a full classroom period or more, especially if the point of interest is located some distance from the school. Although field trips have certain non-academic values, they are not to be identified with hikes or picnics organized for pleasure purposes, with trips to athletic events, or other such activities of a similar nature.

Resource Visitors. In every community there are people with rich and varied backgrounds. They can be called resource visitors because they are people who can be invited into the school to demonstrate special accomplishments or special interests which are of value to children. They are both able and willing to display, discuss, and present their particular achievement before a group of children. Resource visitors are not utilized for the purpose of entertainment, but rather for serious educational purpose, that of creating better understanding of the activity, problem, or unit on which the children are working or planning.

Interviews with Resource People. An interview is another technique of utilizing resource people for educational purposes. It is a method whereby one or more children in an informal conference, question some member of the community who is an authority in his field, for some type of information. The interview usually takes place in a person's

place of work or home rather than in the classroom, and does not require a prepared talk or demonstration on the part of the person being interviewed.

Collections and Exhibits. There is a wealth of material objects, specimens, and models in the community which, if collected by children and placed on exhibit, can be utilized to enrich the classroom program. Nature, pupil's homes, industrial and commercial concerns, etc., are sources from which such materials can be procured. Some articles may be obtained for permanent exhibition, while others may be secured for temporary use.

Contacts with Community Agencies. Communities are served by three types of agencies: governmental--those created by law and supported by taxes; commercial--those operated privately for the purpose of profit making; and private noncommercial--those organized voluntarily by private groups. The school as a whole, or a group of children have contact with an agency when either the agency or the children sponsor some community project as an activity for civic welfare, or as a supplement to the regular academic program.

Local Resource Surveys. A survey of local resources is an organized study and procedure by the children, used for the purpose of collecting and securing data on certain features of the community. Combined with the activities of

the classroom, it will involve field trips and interviews. Material that is collected can be filed and supplemented by keeping it up-to-date. This material can also be placed in a central office so that other teachers may refer to it.

Community Service Enterprises. A community service enterprise is a cooperative group activity in which there is actual participation and planning on the part of children in some phase of community betterment or improvement.

CHAPTER II

REVIEW OF LITERATURE

The utilization of community resources is not something new in the teaching-learning process. Leading educators and master teachers have long realized, in both theory and practice, the value of extending the school environment so as to include the wealth of educational material that the community has to offer.

Brewton points out that if the elementary school is to function as a "social agent", it is necessary for teachers to discover and use the resources of the community.^{1/} He adds:

....For the elementary school to neglect the home and the community is to violate the fundamental psychological law that individuals learn and understand in terms of their own experiences. To assume that the elementary school is nothing more than an institution for training individual children in subject matter is to neglect one of the fundamental factors in the educational program -- the environment in which children live....^{2/}

1/ John E. Brewton, "Relating Elementary Education to Community Life", Community Living and the Elementary School, Twenty-Fourth Yearbook of the Department of Elementary School Principals, (Washington, D. C., National Education Association, 1945) p. 14.

2/ Ibid., p. 14.

Community Defined

Cook has defined a community as: "(1) a population aggregate, (2) inhabiting a contiguous territory, (3) integrated through past experiences, (4) possessing a number of basic service institutions, (5) conscious of its unity, and (6) able to act in a corporate capacity in meeting recurring life crises."^{1/}

With the above as a criterion, any locality regardless of whether it is a village, suburban, rural, or metropolitan area can be classified as a community.

Every community, irrespective of size, has many potential educational resources for elementary schools. Although larger communities have more varied resources, there is no community so small or isolated as to be barren of them. Dunn writes, "No environment is so poor as to afford no materials of value, and none so rich as to require no supplementation."^{2/}

Levels of Community Culture

Consideration must be given for those community resources which are appropriate for the elementary school

^{1/} Lloyd A. Cook, "The Meaning of Community", Educational Method (October, 1938) Vol. 18, p. 259.

^{2/} Fannie W. Dunn, Chairman, "The Environment as a Primary Source of Materials of Instruction", Materials of Instruction, Eighth Yearbook of the Department of Supervisors and Directors of Instruction, National Education Association (New York, Teachers' College, Columbia University, Bureau of Publication, 1935) p. 42.

children, and within their maturity and grasp of comprehension. Rugg divides the community's culture into three levels: (1) The Physical Civilization, (2) The Social Institutions, and (3) The Determining Psychology and Philosophy of the People.^{1/} He adds however, that in distinguishing them for the sake of convenience as separate aspects, ".... no phase of culture exists by itself; all are fused together...."^{2/}

Olsen clarifies Rugg's three levels of community pattern in the following manner, in order to show what levels are applicable to study by various age groups.

1. Material Level. This is the external civilization, the things people use or have made, as well as the people themselves. This level includes a community's natural resources, the industries and service occupations which produce and distribute goods and services, the physical setting of the community--its housing, streets, and transportation systems, its parks and playgrounds, its water supply and sanitation service, its communication facilities, its protective services, its coal mines, beehives, lakes, fire engines, housing projects and the like. Children appropriately undertake community study on this primary level, beginning with its simpler and more tangible aspects.

2. Institutional Level. Here are the organized ways of living, the mass habits of the people. This second level is less tangible, but extremely significant in determining community behavior; it is the 'cradle of custom' into which each child is born. Marriage customs, family form, governmental practice, religious rituals,

^{1/} Harold Rugg, American Life and the School Curriculum (Boston, Ginn and Company, 1936) pp. 20-24.

^{2/} Ibid., p. 20.

the language used, the number system followed, the common arrangements for economic exchange, and monetary usage--all illustrate institutions of different types. Community study at this level should usually be delayed until the high school years bring greater maturity of intelligence.

3. Psychological Level. Determining both customs and material creations of the community are the motivations of the people. These are the desires that produce activity, the fears which inhibit behavior, the attitudes which pattern acceptable conduct, the stereotypes, ideas, ideals, loyalties, values, and taboos which influence and direct human behavior. Obviously, this psychological level is an area of study which only mature minds should seek to penetrate.^{1/}

Accounts of Resources Utilized

The available literature on the use of community resources by the elementary school is very extensive. In reporting the accounts to follow, the writer has recorded activities which are representative of what numerous teachers and schools in all sections of our country and in all sizes of communities have been doing.

Mitchell presents 167 examples of youth, ranging from elementary level to college level, making contributions toward community improvement. In citing but a few cases of elementary children's work, the following are given: in Athens, Ohio, the first grade established a "Birds' Cafeteria" (feeding station) so that Athens became a sanctuary for winter birds; fifth grade children in Fayette, Alabama,

^{1/} Edward G. Olsen, School and Community (New York, Prentice-Hall, Inc., 1945) p. 149.

planted over 3,000 trees in a reforestation program, and campaigned against forest fires; children in Lincoln, Nebraska, cooperated with the Civic Affairs Commission in the destruction of the Tussock Moth by making a survey of infested trees, collecting eggs, and making posters to advertise the extermination campaign; in Glencoe, Illinois, children beautified the school grounds; children in Sheffield, Alabama, analyzed the soil around the school, added minerals, and planted a school garden, the products being used for school lunches with surpluses taken home; in Fairhaven, Massachusetts, children are organized into a Junior Improvement Association, performing such jobs as taking a tree census, planting trees for shade, clearing empty lots and cutting down brush, building bird houses, destroying ragweed, moth eggs, and cocoons.^{1/}

A list of community enterprises carried out by elementary school children was compiled by White. In San Diego, California, children participated in a "Community Beautiful" campaign. Order lists for trees and shrubs were printed and sent to homes. Nurseries sold plants at wholesale prices to the children, and information was given as to how to prepare various types of plants for cultivation. Children distri-

^{1/} Morris R. Mitchell, and others, "Youth Has a Part to Play", Progressive Education (February, 1942) Vol. 19, pp. 87-109.

buted plants to homes and made monthly inspections of plants. Children in Turner Center, Maine, removed debris from the playground, and transplanted many kinds of wild flowers. In Kansas City, Missouri, an unsightly clay bank on the school grounds was transformed by grading, sodding, installation of a drain and retaining wall, into a rock garden and natural amphitheatre, which became the center of aesthetic interest to the community. Children in Los Angeles, California, made marionettes and composed songs, giving performances in homes of foreign parentage to give instructions in English language usage. Giving a party and distributing gifts and refreshments to inmates of a home for aged women was sponsored by children in Schenectady, New York. First grade children in Wilmington, Delaware, earned money to buy clothing, toys, etc., painted animals, and made rag dolls, in order to present gifts at Christmas time to a home for babies. A play library, similar in idea to a public library was constructed in a school in San Antonio, Texas. Interest was created in literature which prompted a hundred per cent membership in the public library. Parents developed an interest so that the school furnished a list of good books which parents used in buying books for children. Children in Orleans, Vermont, assisted in regulation of traffic in school districts. First grade children in Milwaukee,

Wisconsin, edited a paper each month to acquaint parents with their work.^{1/}

Hanna presents an amazing array of examples of youth functioning in the local community. Elementary school children in Garfield Heights, Ohio, wrote a book on local history and geography for the people of the town. In Dixon, New Mexico, children conducted research into the town's early history, old superstitions, business life, education, recreation, and social life. Children in Fresno, California, made advertising devices for the Community Chest. In South Dakota, children developed educational exhibits for store windows. A school-boy patrol in East-Grenville, Pennsylvania, directed traffic of young and old in the school vicinity, and shared in the responsibility for conducting fire drills in schools.^{2/}

Snedaker tells of third grade children in Iowa, making use of every possible community resource that would help in getting better concepts about pioneer life in Iowa. Field trips were taken to study a log cabin twenty miles in a neighboring city maintained by the Daughters of the American Revolution. Old people were interviewed or invited into the

^{1/} Laura White, "Community Enterprises of Elementary School Children", Childhood Education (January, 1937) Vol. 13, pp. 225-228.

^{2/} Paul R. Hanna, Youth Serves the Community (New York, D. Appleton-Century Company, Inc., 1936).

school to talk to the children about early days in Iowa. They taught the children old pioneer games and songs, demonstrated how thread was spun in the early days, and furnished recipes for making hominy. Many pioneer articles were loaned to the school for exhibition purposes. Some articles, such as a spinning wheel, bullet mold, tin lantern, candle molds, and numerous tools and utensils were given to the third grade and the school for a permanent collection and exhibition. Children were encouraged to visit historic sights during their leisure time. In a study of pioneer methods of transportation, many children persuaded their parents to drive them along old trails on which barns and houses were located which once served as taverns in the stage coach days.

Children in a fifth grade social studies unit dealing with the surface of the earth, made use of field trips in studying the soil of the region, observing quarry veins, coral deposits, and other formations, and also studied the effects of erosion. During their leisure time, boys and girls collected and classified a great amount of material, including fossils, geodes, and rocks of many types. Specimens were arranged to show rock cycles and together with pictures cut from magazines, showed various ways that soils are eroded.

When primary grade children make a study of the farmer and his work, they visit a farm to obtain firsthand infor-

mation. They observe corn being harvested by machine or husked by hand, hay being gathered, notice the care of baby animals, how seeds are planted, what machinery is used, the work of the farmer's wife, etc. In the marketing of the farmer's products, children inspect the produce house, a pasteurization plant, and a hatchery.

Various grades of the school make field trips to various centers of community service, to laboratories, and water-purification plants.^{1/}

In the community of Medford, Massachusetts, Newell describes how the parents of children have cooperated with teachers in enriching the curriculum. Parents willingly contributed toys, pets, vegetables, and flowers when necessary. They helped teachers to transport and supervise children in their trips to the farm, zoo, and greenhouse. A competent mother took charge of a sewing club organized by sixth grade girls. In a sixth grade study of Holland when all grades were asked to participate in an exhibit, many materials were supplied by the parents in the form of picture cards, post cards, utensils, dishes, articles of clothing such as native clothing, and others. In an exhibit of colonial life, parents contributed old prints, furniture, dishes, implements, and handwork. In connection with the

^{1/} Mabel Snedaker, "Using Community Resources in the Primary Grades", Social Education (March, 1940) Vol. 4, pp. 188-193.

exhibit, a parent gave a talk on the "Old Houses of Medford" using slides. In supplying information for assembly programs when dramatic plays are given, parents give firsthand information on customs and costumes. A grandfather, using lantern slides, told children of catching seals in his youth. At Christmas time, parents representing different countries, tell of the Yuletide in their native country as they knew it in their childhood, often using lantern slides for picturesque presentation.^{1/}

"A Know Your City Survey" carried out by fourth, fifth, and sixth grades in Springfield, Missouri, is described by Clark. Children in each school were responsible for collecting information about their own school community for the purpose of enabling children to see those agencies of the communities which contribute to group living. Information secured from the survey was noted on blanks and worked out by a central committee, and classified, with the following agencies recorded: those providing educational, religious, and recreational experiences; communication facilities; protection of health, life and property; producing and processing goods; distribution of goods; transportation of goods; and services to the home and individual. All information

^{1/} Elizabeth Thompson Newell, "Contributions of Parents to Curriculum Enrichment", Enriching the Curriculum for the Elementary School Child, Eighteenth Yearbook of the Department of Elementary School Principals (Washington, D. C., National Education Association, 1939) pp. 489-493.

gathered by the children was sent to a central office to be made available to those interested in making effective use of the instructional sources of the community.

Wood tells of teachers in Chester, Pennsylvania, preparing such units as "Our Community's Workers", "Chester's Food Supply", and others. Most of these units involved excursions or other community contacts. Municipal buildings, fire houses, police stations, were visited to see the government in action. Grocery stores, markets, warehouses, and dairies were inspected to give a better understanding of how Chester was supplied with food. History was relived at the actual scenes of action. Old residents were called into the classroom to recount episodes and experiences of early days in Chester. Local persons of literary, political, and economic reputation, came to the schools to discuss phases of community life.^{1/}

Hufford related typical field trips in Joliet, Illinois. A kindergarten group visited a cobbler shop, the owner explaining and demonstrating his tools and machines, showing the children the different kinds of leather, explaining their use and preparation. A first grade visited an open-air market, finding out where fruit and vegetables came from,

^{1/} Hugh B. Wood, "Communities Develop Programs to Meet Local Needs", Progressive Education (February, 1938) Vol. 15, pp. 118-120.

how they were transported and kept fresh. Children in a second grade visited a dairy where pasteurization was observed, and butter-making demonstrated. Third grade children visited a city fire station where fire fighting apparatus was demonstrated, explanation as to how fire alarms work was given, and a talk was given by the assistant fire chief on fire hazards and fire safety. Other trips made commonly by primary grades are visits to farms, pet stores, chicken hatcheries, grocery stores, and flower gardens. Fourth grade children visited the children's department of the public library where the children's librarian serves as a guide to explain how new books are procured and classified, how to search for materials, and reviews recent and interesting books. Information is also given as to how to secure library cards. A fifth grade visited the local museum to study the natural science materials. A sixth grade, studying natural resources of Illinois, visited a coal mine to observe the process of strip mining. The whole process of mining the coal was observed with a company official acting as guide. Other typical trips made by the middle grades include visits to the zoo, stone quarries, ponds, different industries, and parks.

1/ G. N. Hufford, "Field Trip Experiences", Community Living and the Elementary School, Fourth Yearbook of the Department of Elementary School Principals (Washington, D. C., National Education Association, 1945) pp. 39-44.

In a study of their community's history by pupils in a one room rural school near Mankato, Minnesota, Brown relates how old people in the district were utilized in determining how the community was first settled. Grandfathers and grandmothers came to the school to tell of emigrating from Europe, Canada, and other states to settle in the community. They described pioneer hardships in settling Wisconsin and Minnesota. Actual stories of traveling in covered wagons, of Indian massacres, claiming land under the Homestead Act of 1862, were relived in story form. The children themselves visited elders to interview those who were not able to come to the school.^{1/}

In Cucamonga, California, Jones tells of those community resources utilized by elementary schools. First grade children made visits to various homes of different economic levels, and other institutions in the neighborhood including stores, garages, service stations, barber shops, and restaurants. Children in second grade visited a large dairy farm. Third grade children made a more complete study of community life by extending their scope to include other communities so as to make comparative studies of such places as the library, post office, fire department, orange packing plant,

^{1/} Inga Erickson Brown, "Use of Community Resources in Rural Schools", Social Education (November, 1941) Vol. 5, pp. 520-524.

grocery store, and service station. The fourth grade in their study of wild life, journeyed to the zoo to make first-hand observation of the animals. In studying Chinese life, an excursion was made to a Chinese shop and vegetable garden. A Chinese exchange student at a nearby college was invited to the school to speak on customs of his native land. In a study of the Westward Movement, the fifth grade journeyed to a museum of pioneer exhibits, which was owned by a businessman who took time off from his business to serve as guide. The theater manager of a nearby theater, permitted children at a low price to witness the movie "Pony Express". A newspaper plant in an adjacent community cooperated with the school in its activities, and children contributed news items about the school. People of special talent often come from neighboring towns to sing or play at the school. The school Junior Red Cross engages in local service to the sick, and assists in needed relief at home and abroad by collecting and donating money as well as food.^{1/}

Dunn relates how both the elementary and junior high schools of Ann Arbor, Michigan, make extensive use of the resources in the community. The elementary schools carry on

^{1/} Anna B. Jones, "Some Experiences in Using Community Resources", Enriching the Curriculum for the Elementary School Child, Eighteenth Yearbook of the Department of Elementary School Principals (Washington, D. C., National Education Association, 1939) pp. 458-464.

extensive excursion programs and make use of parents and other persons in the city for talks and demonstrations. In a fourth grade a parent came and demonstrated to children how bread was made. A Russian grandmother came and showed children how to spin flax. An authority on bees helped children to set up observational beehives in schoolrooms. The local florist demonstrated flower arrangements. Two high school boys directed camera clubs for some of the children. Use is made of the social agencies in the communities. Members of the Garden Club cooperate with teachers in directing junior garden club activities. The schools have cooperated with the Historical Association in setting up historical museums in the schools. The material is owned by the association with the space provided by the schools.^{1/}

O'Brien describes how fourth grade children in Syracuse, New York, study geographic and historic aspects of their local community. Excursions are made when necessary. When excursions are impossible, persons who are authorities on the industries or events to be studied, are invited to the classroom. Letters are written to experts for specific information. The children are made familiar with the growing things of the community. Raw materials are brought to the classroom to be handled by the children. Visits are made to

^{1/} Fannie W. Dunn, op. cit., Chapter II.

the local market to see farm products brought from farming regions outside of Syracuse.^{1/}

Johnson describes a system of grade sponsors in Atlanta, Georgia. Adult members of the community, at the request of the school, assume responsibility for helping to enrich the experiences of children in a particular grade. A first grade group, interested in airplanes, used a mechanic as a sponsor, who arranged for a visit to an airport and contributed airplane pictures and magazines to the class. Another group, interested in trains, had as its sponsor a division passenger agent, who acted as their guide in exploring the depot, and arranged for a short journey in an air-conditioned train. In a study of Indians, a second grade sponsor interested in Indian relics, brought many articles to school and told true stories. A third grade group used a minister as a sponsor, and in visiting his study, used his library as a model of what a home library should be like. In studying plants, a greenhouse was visited with the florist acting as sponsor. She gave them assistance in preparing the soil for their plants, and also gave them many flowers for their garden. In adopting a stray dog, a fourth grade received advice from a newspaper editor

1/ Ruth G. O'Brien, "The Community Then and Now", Utilization of Community Resources in the Social Studies, Ninth Year-book of the National Council for the Social Studies (18 Lawrence Hall, Cambridge, Massachusetts, 1938) pp. 59-65.



interested in dogs. He came to the school to discuss with the children the care of pets, and also secured the services of a veterinarian in assisting him. In a study of games, a retired army officer who had traveled considerably and knew much about sports became the sponsor. A one hundred per cent Sunday School attendance was the goal of a fifth grade. Various churches were visited, both Catholic and Protestant, under the sponsorship of a Sunday School worker. In planning an outdoor garden, a landscape gardener served as sponsor and assisted sixth grade children with their plans. A civic club member served as sponsor in the children's art activity, inviting children to attend art exhibits, and acting as their guide.^{1/}

Summary

The literature reviewed in this chapter reveals that teachers in all sections of the country are making use of those community resources which are appropriate for elementary school children. It did not however, reveal that a method had been devised to determine the extent to which the elementary schools of a given community were utilizing its resources. It was necessary then, to develop such a method in order to fulfill the purpose of this study.

^{1/} Annie Johnson, "Enrichment Thru a System of Grade Sponsors", Enriching the Curriculum for the Elementary School Child, Eighteenth Yearbook of the Department of Elementary Principals (Washington, D. C., National Education Association, 1939) pp. 494-499.

CHAPTER III

PROCEDURE FOR BUILDING AND ADMINISTERING THE QUESTIONNAIRE

In order to carry out this study as indicated in Chapter One, it was necessary to design and construct an instrument in the form of a check list which would aid in determining the extent to which the elementary schools of Newington, Connecticut are utilizing the resources of the community. It was also designed to serve as a pattern or model for others who may be interested in seeking information of a similar nature concerning schools in other communities.

Selection of Field for Study

The elementary field of education was selected for it is the writer's major field of study.

It was necessary to delimit the scope of the study so as not to include the junior and senior school. To have included the secondary field would have made the check list unwieldy, with further classifications necessary in order to include the "Institutional Level" of the community's culture which would be appropriate for study by the secondary group.

It was also necessary to restrict the study to a particular community, for although every community is related in its basic functions and necessities of life, each has resources peculiar to its own locality.

The community of Newington was selected for the study because the writer is familiar with the community and its environs and taught in its educational system for a number of years.

Newington, Connecticut, a residential town of approximately six-thousand people, is situated between the two highly industrial communities of New Britain and Hartford, with easy access to both. On the masthead of the official stationary for the town departments are the words, "A Delightful Suburb Between Two Cities." The close proximity of these two cities to Newington, and their many and varied resources, was kept in mind by the writer in drafting the check list.

It is not a wealthy town, although it compares favorably with other Connecticut towns of the same size. The main support of education comes from its homeowners.

Newington has four elementary schools with grades from one to six, with an enrollment of almost six-hundred boys and girls. Kindergartens are located in two of the schools. Twenty-two elementary teachers comprise the teaching staff,

and it was among this group that the writer conducted the survey.

Construction of the Check List

A representative list of community resources which cover the field appropriate for elementary school children was accumulated from accounts in the literature of those resources of the community that have been utilized by teachers and schools in all sections of the country. These resources were classified as to type into six different categories: (1) Field Trips, (2) Resource Visitors, (3) Collections and Exhibits, (4) Affiliation with Community Agencies, (5) Local Resource Surveys, and (6) Community Enterprises. Certain resources were added to the list that are peculiar to Newington and its environs. However, they are similar in nature to those found in the literature.

The next step was to devise a method of obtaining the information desired, so that first, the general format of the check list would contain clarity of interpretation, and second, there would be an objective means of checking those resources utilized.

A definition of each type of community resource was placed at the top of each classified list. In several cases, the definition was enlarged upon by giving examples of how the resources could be utilized. By so doing, it was felt

that two things would be accomplished. First, it would aid in making for a clear understanding on the part of each individual teacher as to the meaning of each type of resource, and thereby eliminate uncertainty. Second, there would be uniformity of interpretation by the teachers as a group.

To create an objective means for each teacher to check the resource she utilized and intends to utilize, the following plan was designed. The teacher can check (1) those resources utilized since the beginning of the school year starting in 1946, (2) those which were utilized during the two previous school years, and (3) those resources intended to be utilized during the remainder of this school year. By setting a time limit in school years, as well as dividing the years into three distinct periods, it would aid, in the writer's opinion, to increase the reliability of the information sought. It would also, in fairness to the teacher, give her an opportunity to indicate not only those resources she had utilized in the past, but also those she intends to utilize in the near future. At the end of each list of resources, a space was provided for the teacher to add any she may have utilized which were not included by the writer.

Since no name was required on the check list, the teacher

was asked to note on the last page the grade she teaches. Also on this page were three other questions, each to be answered either "yes" or "no". They were:

(1) Have the community resources that you have utilized been directly related to the classroom activities of your children?

(2) Of those community resources which you have utilized, has it been your experience to find that their use met with the approval of the community as a whole?

(3) Do you wish a copy of the results of this study?

Upon completing the first draft of the check list, copies were distributed to members of the Seminar in Elementary Education at Boston University. A critical analysis of it, with suggestions as to improvement, was obtained which called for certain modifications.

They were as follows:

(1) The titles of two of the resource categories were changed. "Affiliations with Community Agencies" was revised to read, "Contacts with Community Agencies" because it was felt that the word "contact" better described the relationship between school and community agencies to which the writer referred.

"Community Enterprises" was altered to read, "Community Service Enterprises", a change which clarified the

meaning of this type of resource.

(2) The phrasing of certain specific items in the check list was changed to make the meaning more clear.

(3) Several items were transferred from one classification to another to help eliminate confusion.

(4) Several resources were added to the list.

(5) One complete list of resources, "Interviews with Resource People" was added which definitely improved the scope of the questionnaire. The new list is identical to the classification known as, "Resource Visitors". The questionnaire now included seven categories which, with the revisions mentioned above, are as follows: (1) Field Trips, (2) Resource Visitors, (3) Interviews with Resource People, (4) Collections and Exhibits, (5) Contacts with Community Agencies, (6) Local Resource Surveys, and (7) Community Service Enterprises.

(6) The question on the last page asking teachers to indicate whether or not the use of community resources had met with the approval of the community as a whole, was discarded because it seemed to be the consensus of opinion that this question was rather weak and unimportant. In its place the following question was inserted: "Of those resources which you have utilized, list any that you would not use again for your classroom program."

A suggestion was made that several resources be named in a more specific manner. After careful evaluation, the writer felt justified in not making this change. Take for example the resource, "retail store". To have enumerated the many kinds of retail stores would have required a long list. The same would be true if the writer were to specify all the types of banks, factories, businessmen, and many others. These additions, if made, would have added considerably to the length of the instrument, and made it too cumbersome. Furthermore, the writer was more interested in finding out if the teachers were utilizing the "retail store" rather than if they were using a specific type of store.

Concerning the format of the check list, and the objective procedure used for obtaining the information, there was general agreement that no change was required.

Incorporating the suggestions given for improvement, a revised draft was completed. To obtain further critical analysis, copies were distributed to several teachers working in the Educational Clinic at Boston University, and to other interested teachers. Finally, the questionnaire was given to the teachers in the Town of Weston, Massachusetts, to simulate the conditions under which it would be given in Newington.

As a result of the above critical analysis, it was

gratifying to learn that the only suggestions given were in the form of additional resources which teachers had utilized in their communities. Although some of the resources suggested were adapted for use, others such as harbor-master, lighthouse keeper, etc., were necessarily rejected as they were not feasible for use in Newington.

A question posed by one impartial observer was, "Do you think teachers will be honest in their answers? With such an imposing list of possibilities, one or two selections per sheet might seem trivial to some, and as a result, they are likely to color their responses." Practically all questionnaires, the writer's included, are subject to this weakness, for they necessarily depend upon human personalities for their completion. However, this instrument was constructed to reduce this tendency to as great an extent as possible in the following ways:

(1) In the introduction to the questionnaire, the writer attempted to gain the confidence of the teachers by requesting their help in filling out the questionnaire as their part of some needed research.

(2) It was specifically stated that no names need be signed.

(3) The fact that the teachers had three possibilities to check for each resource given would make her stop and think.

No criticism was directed at the general format and organization, or the method of checking the resources used.

A final draft was constructed in which the writer made use of additional resources as suggested by the critics just mentioned.

As an instrument refined through suggestion, criticism, pre-trial, and revision, it could now be used to determine the extent to which the schools of Newington are utilizing the resources of the community. It could also serve as a pattern for others who may wish to seek similar information concerning other communities.

Administration of the Instrument

Copies of the questionnaire were given by the writer to the principal of each of the four schools, who distributed them among the twenty-two teachers. Since one of the teachers was acting in the capacity of a substitute, a one hundred per cent response was not possible. Therefore, twenty-one copies were collected by the writer for tabulation.

There is considerable need for research in the field of community resources, as to the extent they are being utilized by the elementary schools.

Your cooperation would be appreciated in filling out this questionnaire, which is in the form of a check list. There will be no attempt to discredit or cast reflections on any individual's teaching efforts. Therefore, your signature is not required. There is, however, a space provided on the last page to indicate the grade you teach.

Upon completing it, kindly place in the envelope provided, and seal it, giving it to the principal of the school.

Thank you for your interest and cooperation.

Definitions of the community resources used in this questionnaire have been adapted from Andrew G. Olsen's School and Community (New York, Prentice-Hall, Inc., 1945).

A field trip is an organized excursion which is taken by the children primarily for educational purposes, as an integral part of their classroom program. It offers first hand acquaintance with natural and social resources of the local environment, with opportunity for securing information, on-site discovery and investigation on the part of the children. Field trips may require only a few minutes, as when a class goes outside to observe some natural phenomena in the school yard. Other trips may require a full classroom period or more, especially if the point of interest is located some distance from the school. Although field trips have certain characteristics, they are not to be identified with hikes or picnics organized for pleasure purposes, with trips to athletic events, or other such activities of a similar nature.

Field Trips	Check (✓) the resources you	
	utilizes since Sept. 1946	utilized in the two previous school years
1. Dairy farm		
2. Tobacco farm		
3. Poultry farm		
4. Orchard		
5. Greenhouse		
6. Museum		
7. Newspaper plant		
8. Theater		
9. Radio transmitting station		
10. Broadcasting studio		
11. Public library		
12. Police department		
13. Town Hall		
14. Fire station		
15. City water supply		
16. Airport		
17. Retail store		
18. Wholesale market		
19. Railroad station		
20. Factory		
21. Public utility		
22. Bank		
23. Bus terminal		
24. Post office		
25. Garage		
26. Gasoline station		
27. Laundry		
28. Bakery		
29. Creamery		
30. Department store		
31. Building (construction work)		
32. Teachers' College		
33. Public school		
34. Hospital		
35. Place of historical interest		
36. Cemetery		
37. Quarry		
(Continued on page 34)		

utilized
since
Sept. 1948

utilized during
the school year
the rest of
this school year

Field Trips

- 38 State Capitol
- 39 Park
- 40 Sewage disposal plant
- 41 Church
- 42 Warehouse
- 43 Ship construction
- 44 Paper shop
- 45 Restaurant
- 46 Private home
- 47 Vegetable garden
- 48 Flower garden
- 49 Shoe repairing shop
- 50 School yard
- 51 List others

51
52
53
54
55
56
57
58
59
60

In every community there are people with rich and varied backgrounds. They can be called resource visitors because they are people who can be invited into the school to demonstrate special accomplishments or special interests which are of value to children. They are both able and willing to display, discuss, and present their particular achievement before a group of children. Resource visitors are not utilized for the purpose of entertainment, but rather for serious educational purpose, that of creating better understanding of the activity, problem, or unit on which the children are planning or working. For example, a physician could explain the process of patient education; the librarian could talk of new books; a parent could demonstrate a certain handicraft; a person who had done considerable traveling, could describe a far away country.

Resource Visitors

	Check (✓) the resource you		
	utilized since Sept. 1946	utilized in the two previous school years	intend to utilize during the year 1947-48
1. Parent			
2. Grandparent			
3. Clergyman			
4. Other teacher			
5. Dentist			
6. Lawyer			
7. Banker			
8. Editor			
9. Reporter			
10. School nurse			
11. Town officer			
12. Red Cross worker			
13. Theater manager			
14. Librarian			
15. Civic art official (ex. curator of museum)			
16. Veterinarian			
17. High school student			
18. Fireman			
19. Policeman			
20. Dairyman			
21. Business man			
22. Veteran of Spanish-American War			
23. Veteran of World War I			
24. Veteran of World War II			
25. Town historian			
26. Farmer			
27. Grocer			
28. Mechanic			
29. Cobbler			
30. Druggist			
31. Doctor			
32. Russian			
33. School janitor			
34. Naturalist			
35. Author			
36. Artist			
37. _____			
38. _____			
39. _____			
40. _____			
41. _____			
42. _____			
43. _____			
44. _____			
45. _____			
46. _____			
47. _____			
48. _____			
49. _____			
50. _____			

An interview is a special technique of utilizing resource people for educational purposes. It is a planned activity by one or more children in an interview conference, question some member of the community who is an authority in his field, for some type of information. The interview usually takes place in a person's place or home or home rather than in the classroom, and does not require a prepared talk or demonstration on the part of the person being interviewed.

Interviews with resource people	Check (✓) the resource you		
	utilized since Sept. 1946	utilized in the two previous school years	intended to utilize in the next school year
1. Parent			
2. Grandparent			
3. Clergyman			
4. Other teacher			
5. Dentist			
6. Lawyer			
7. Banker			
8. Editor			
9. Reporter			
10. School nurse			
11. Town officer			
12. Red Cross worker			
13. Theater manager			
14. Civic art official (ex. curator of museum)			
15. Veterinarian			
16. High school student			
17. Fireman			
18. Policeman			
19. Dairyman			
20. Business man			
21. Veteran of Spanish Amer. War			
22. Veteran of World War I			
23. Veteran of World War II			
24. Town historian			
25. Farmer			
26. Grocer			
27. Mechanic			
28. Cobbler			
29. Druggist			
30. Doctor			
31. Librarian			
32. Musician			
33. School janitor			
34. Naturalist			
35. Author			
36. Artist			
37. Postman			
List others			
38.			
39.			
40.			
41.			

COLLECTIONS AND EXHIBITS

There is a wealth of material objects, specimens, and models in the community which, if collected and placed on exhibit, can be utilized to enrich the classroom program. Nature, pupils' homes, industrial and commercial concerns, etc., are sources from which such materials may be procured. Some articles may be obtained for permanent exhibition, while others may be reserved for temporary use. For example, there could be an exhibition of local objects, or of Indian relics, or of rocks found in the local environment.

Collections and Exhibits	Check (✓) the resource you		
	utilized since Sept. 1946	utilized in the two previous school years.	intend to utilize during the rest of this school year.
1. Plants			
2. Rocks			
3. Shells			
4. Varieties of wood			
5. Coins			
6. Stamps			
7. Flowers			
8. Vegetables			
9. Indian relics			
10. Insects			
11. Pictures (paintings, trees, X)			
12. Advertising illustrations			
13. Building materials			
14. Clothing (costume and period)			
15. Fabrics			
16. Post cards and travel folders			
17. Fuels			
18. Nests			
19. Raw materials (cotton, flax, X)			
20. Fossils			
21. Petrified woods			
22. Minerals			
23. Dolls			
24. Foreign articles			
25. Metals			
26. Pottery			
27. Tools and implements			
28. Leaves			
29. Animals			
30. Airplane models			
31. Furniture			
32. Handicrafts			
33. Recipes			
34. Dishes			
35. Newspapers			
36. Maps			
37. Letters			
38. Utensils			
39. Books			
List others			
40.			
41.			
42.			
43.			
44.			

Communities are served by three types of agencies: governmental--those created by law and supported by taxes, such as the police force and post office; commercial--those operated for the purpose of profit making, such as the store and factory; and private non-commercial--those organized voluntarily by private groups, such as the church, P.T.A., and the Lion's Club. The school as a whole, or a group of children have contact with an agency either the agency or the children sponsors some community project for their welfare, or as a supplement toward enriching the regular academic program. For example, the Garden Club could aid a class in a study of gardening, or the fire department could cooperate with a group of children in a project to eliminate fire hazards in the home.

Contacts with community agencies	Check (✓) the community agency		
	contacted since Sept. 1946	contacted in the two previous school years	intend to contact during the next school year
1. Child Study Club			
2. Social Service Association			
3. Church			
4. Red Cross			
5. Junior Red Cross			
6. D.A.R.			
7. Police Dep't			
8. Post Office			
9. Fire Dep't			
10. Humane Society			
11. Lion's Club			
12. Garden Club			
13. P.T.A.			
14. Health Dep't			
15. Public Library			
16. Street Dep't			
17. Women's Club			
18. Veteran's groups			
19. Boy Scouts			
20. Girl Scouts			
21. Four-H Club			
22. Merchants and Business Organizations			
23. Factories			
24. Stores			
25. Newspapers			
26. Community Chest			
27. Public School			
List others			
28.			
29.			
30.			
31.			
32.			
33.			
34.			

COMMUNITY SERVICE ENTERPRISES

A community service enterprise is a cooperative group activity in which there is actual planning and participation on the part of children in some phase of community betterment or development.

Community Service Enterprises	Has (✓) the enterprise participated since Sept. 1943	participated in the two previous school yrs.	Number of children participating
1. Fire Prevention Week			
2. Tuberculosis Campaign			
3. Crippled Children Christmas Seals			
4. Memorial Day Celebration			
5. Collections of food, clothes, and money for the needy here and abroad.			
6. Preserving local history			
7. Control of harmful insects			
8. Control noxious weeds			
9. Preservation of beneficial birds and animals			
10. Community clean-up week			
11. Community safety campaign			
12. Beautifying the community			
13. Community Halloween Celebration			
14. Community Fourth of July Celebration			
15. March of Dimes			
16. Beautifying school grounds			
17. Planting gardens			
18. Educational exhibits in library or store windows			
19. Advertising devices for Community Chest, etc.			
20. Protecting and planting wild flowers			
21. Winter bird-feeding stations			
22. Writing book on local history			
23. Gifts to local hospital inmates			
List others			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Grade you teach _____

Have the community resources that you have utilized been directly related to the classroom activities of your children? Yes _____ No _____

Of those community resources which you have utilized, list any that you would not use again for your classroom program.

Do you wish a copy of the results of this study?

Yes _____ No _____

CHAPTER IV

ANALYSIS OF THE DATA

In analyzing the data as revealed by the results of the questionnaire, it was found that due to the limited scope of the survey as to the number of teachers involved, a minute statistical breakdown of the results was neither feasible nor practical. Therefore, in arriving at conclusions, tables were made showing the frequency distribution of each of the seven types of resources.

One difficulty encountered resulted from the fact that Newington has several double grades, including three third and fourth grade combinations, which made it difficult to make a comparison between the results of the primary grades with those of the intermediate grades. However, a table was made showing the frequency distribution of the number of community resources utilized by the various grades.

A table was also made of the number and per cent of teachers who made no use whatsoever of certain types of resources.

TABLE I
FREQUENCY DISTRIBUTION OF THE NUMBER OF
FIELD TRIPS UTILIZED BY ELEMENTARY TEACHERS

Field Trips	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
1. School yard	10	7	5
2. Public library	8	9	3
3. Museum	2	6	8
4. Dairy farm	3	6	2
5. Building (construction)	2	5	1
6. Fire station	3	3	1
7. Retail store	2	4	
8. Post office	1	5	
9. Theater	2	1	1
10. Broadcasting studio	2	1	1
11. Flower garden	1	2	1
12. Place of historical interest		2	1
13. Private home	1	1	1
14. Town Hall	1	1	
15. Airport		2	
16. Railroad station		1	1
17. Garage		1	1
18. Teachers' College	1	1	
19. Road construction	1	1	
20. Vegetable garden		1	1
21. Greenhouse	1		
22. Radio transmitting station	1		
23. City water supply			1
24. Factory		1	
25. Hospital		1	
26. Cemetery	1		
27. Quarry		1	
28. State Capitol			1
29. Park			1

TABLE I (Cont.)

Field Trips	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
30. Shoe repairing shop			1
*31. Tour of the school	1		
32. Newspaper plant	1		
33. Tobacco farm			
34. Poultry farm			
35. Orchard			
36. Police department			
37. Wholesale market			
38. Public utility			
39. Bank			
40. Bus terminal			
41. Gasoline station			
42. Laundry			
43. Bakery			
44. Creamery			
45. Department store			
46. Public school			
47. Sewage disposal plant			
48. Church			
49. Warehouse			
50. Barber shop			
51. Restaurant			
Totals	45	63	32

*This resource was not on the writer's list, but was added by one of the teachers.

TABLE I

As can be noted from Table I, School yard and Public library were the most frequently used field trips. The fact that teachers will now be allowed to use the school bus again now that wartime regulations are no longer in effect, apparently accounts for the reason why Museum has a high frequency of 8 in the third column. The Museum is located in a nearby city.

There is a total of 45 field trips taken since the opening of the present school year in 1946, which represents an average of only two field trips per teacher, with School yard accounting for 10, or almost one-fourth of this total number. However, the teachers have indicated their intention of utilizing 32 other field trips before this school year closes.

TABLE II
FREQUENCY DISTRIBUTION OF THE NUMBER OF
RESOURCE VISITORS UTILIZED BY ELEMENTARY TEACHERS

Resource Visitors	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
1. Librarian	11	9	6
2. School nurse	6	5	2
3. Parent	5	5	3
4. High school student	3	4	1
5. School janitor	4	2	1
6. Doctor	3	2	2
7. Other teacher	2	2	1
8. Fireman	1	4	
9. Grandparent	2	2	
10. Policeman	2	2	
11. Red Cross worker	1	2	
12. Veteran of World War II	1	2	
13. Dairyman	1	1	
14. Clergyman		1	1
15. Musician	2		
16. Dentist		1	
*17. Four-H Club worker	1		
18. Lawyer			
19. Banker			
20. Editor			
21. Reporter			
22. Town officer			
23. Theater manager			
24. Civic art official			
25. Veterinarian			
26. Businessman			
27. Veteran of Spanish American War			
28. Veteran of World War I			
29. Town historian			

*This resource was not on the writer's list, but was added by one of the teachers.

TABLE II (Cont.)

Resource Visitors	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
30. Farmer			
31. Grocer			
32. Mechanic			
33. Cobbler			
34. Druggist			
35. Naturalist			
36. Author			
37. Artist			
38. Postman			
Totals	45	44	17

TABLE II

Table II shows that Librarian is the most frequently used Resource Visitor, but in general, the frequency of the others that have been utilized is low, and since many have not been used at all, it is apparent that the teachers are not cognizant of the fact that there are many other potential Resource Visitors. However, it is interesting to note that the total number of Resource Visitors utilized since September, 1946 is 45, which practically equals 44, the total number utilized in the two previous school years, indicating a tendency to make more frequent use of this resource. It can be discerned also, that the teachers are making the most frequent use of those Resource Visitors who are most closely associated with the school, namely, Librarian, School Nurse, Parent, High School Student, Doctor, School Janitor, and Other Teacher. Those Resource Visitors are the only ones with the exception of Clergyman, which the teachers have signified their intention to use the balance of this school year.

TABLE III

FREQUENCY DISTRIBUTION OF THE NUMBER OF INTERVIEWS
WITH RESOURCE VISITORS UTILIZED BY ELEMENTARY TEACHERS

Interviews with Resource People	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize during the rest of this school year
1. Parent	6	4	3
2. Librarian	4	3	2
3. Fireman	3	3	
4. Dairyman	3	2	
5. Grandparent	2	1	1
6. School nurse	3		1
7. Farmer	2	2	
8. Grocer	2	2	
9. Clergyman	3		
10. Other teacher	2		1
11. Mechanic	2	1	
12. School janitor	2	1	
13. Doctor	1	2	
14. High school student	1		2
15. Dentist	2		
16. Reporter			2
17. Policeman	1	1	
18. Veteran of World War II	1	1	
19. Veteran of World War I	1	1	
20. Musician	1	1	
21. Town officer	1		
22. Red Cross worker	1		
23. Theater manager	1		
24. Businessman	1		
25. Cobbler	1		
26. Naturalist			1
27. Lawyer			
28. Banker			
29. Editor			

TABLE III (Cont.)

Interviews with Resource People	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize during the rest of this school year
30. Civic Art official			
31. Veterinarian			
32. Veteran of Spanish American War			
33. Town historian			
34. Druggist			
35. Author			
36. Artist			
37. Postman			
Totals	47	25	14

TABLE III

Table III reveals that Parent and Librarian were utilized the most. It can be noted that the teachers have indicated 25 interviews during the two previous school years, while since September, 1946, they have utilized a total of 47 interviews, or almost twice as many, with intentions of making 14 further interviews before the present school year terminates. However, since even the highest frequency for Parent represents a low total for the three separate periods, it is readily apparent that interviewing is not used to any great extent as a method of obtaining information.

TABLE IV

FREQUENCY DISTRIBUTION OF THE NUMBER OF
COLLECTIONS AND EXHIBITS UTILIZED BY ELEMENTARY TEACHERS

Collections and Exhibits	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
1. Books	11	9	9
2. Pictures	9	11	7
3. Flowers	8	10	9
4. Leaves	9	11	6
5. Post cards and travel folders	10	8	6
6. Maps	8	6	5
7. Plants	6	7	6
8. Raw materials	7	5	5
9. Advertising illustrations	6	6	5
10. Letters	6	5	5
11. Indian relics	8	6	
12. Newspapers	5	4	5
13. Coins	4	6	3
14. Insects	3	6	4
15. Nests	1	6	6
16. Foreign articles	5	4	3
17. Dolls	4	5	3
18. Rocks	4	5	3
19. Shells	3	5	3
20. Stamps	3	6	2
21. Metals	4	4	1
22. Fabrics	3	3	3
23. Airplane models	2	6	1
24. Vegetables	5	2	1
25. Minerals	2	4	2
26. Varieties of wood	3	3	1
27. Animals	3	3	1
28. Handicrafts	2	3	1
29. Clothing	3	2	

TABLE IV (Cont.)

Collections and Exhibits	utilized since Sep- tember 1946	utilized in the two pre- vious school years	intend to utilize dur- ing the rest of this school year
30. Pottery	3	2	
31. Building materials	2	2	
32. Tools and implements	2	1	1
33. Petrified woods	2	1	
34. Fuels	1	1	1
35. Furniture	1	1	
36. Recipes	1	1	
37. Dishes	1	1	
*38. Grocery store articles	1		
39. Fossils			1
*40. Gall and fungi			1
41. Utensils			
Totals	161	171	110

*This resource was not on the writer's list, but was added by one of the teachers.

TABLE IV

Table IV shows that Books, Pictures, Flowers, Leaves, and Post Cards and Travel Folders were the resources most frequently utilized for collections and exhibits. The total number of resources utilized since September, 1946, is 161, with 171 utilized during the two previous school years, and 110 intended to be utilized during the rest of this school year.

Comparison with other tables will show that these totals are much higher, indicating that Collections and Exhibits are utilized more frequently than any other classification of resources. The nature of this type of resource evidently lends itself readily toward enriching the classroom program, for there is a wider distribution in the number of items utilized than has been shown in the previous tables. It may be presumed that teachers have utilized children's interest in collecting and bringing into the classroom various items for exhibition purposes.

TABLE V

FREQUENCY DISTRIBUTION OF THE NUMBER OF
COMMUNITY AGENCIES CONTACTED BY ELEMENTARY TEACHERS

Contacts with Community agencies	contacted since Sep- tember 1946	contacted in the two pre- vious school years	intend to contact dur- ing the rest of this school year
1. Public Library	15	15	11
2. P. T. A.	14	13	9
3. Junior Red Cross	11	10	2
4. Girl Scouts	9	7	5
5. Boy Scouts	6	6	3
6. Women's Club	5	4	2
7. Fire Department	4	5	1
8. Red Cross	3	2	2
9. Humane Society	2	3	2
10. Health Department	2	2	2
11. Public School	2	2	2
12. Social Service Ass'n.	2	2	1
13. Police Department	2	2	1
14. Lion's Club	2	2	1
15. Garden Club	2	2	1
16. Newspapers	2	2	1
17. Community Chest	1	1	1
18. Four-H Club	1	1	1
19. Church	1	1	1
20. Child Study Club		3	
21. Post Office		1	
22. D. A. R.			
23. Street Department			
24. Veterans' groups			
25. Merchants and business organizations			
26. Factories			
27. Stores			
Totals	86	86	49

TABLE V

The Public Library, as shown in Table V, is the agency most frequently contacted by the teachers, with the P. T. A. and Junior Red Cross next in order of frequency. It is not surprising that P. T. A., Junior Red Cross, Girl Scouts, Boy Scouts, and Women's Club occupy leading positions in frequency of their use, for members of these organizations are people directly concerned with the schools, being either a part of the school population or parents of the pupils.

It is interesting to note that the Church has a very low frequency, which leads to the assumption that any contact with the Church is made entirely apart from the classroom program.

It would seem that factories and stores would have some contribution to make, but since they have not been utilized at all, the assumption must be made that the teachers have never considered them as agencies to be contacted.

The total number of agencies contacted for both the present school year starting in 1946, and during the two previous school years, is 86, or equal. This fact, together with the total number of 49 intended to be contacted during the remainder of this school year, may be indicative of a trend toward the realization of the fact that agencies of the community have a contribution to make if contacted.

TABLE VI

FREQUENCY DISTRIBUTION OF THE NUMBER OF
LOCAL RESOURCE SURVEYS MADE BY ELEMENTARY TEACHERS

Local Resource Surveys	made since September 1946	made in the two pre- vious school years	intend to make during the rest of this school year
1. Agriculture (farms and products)	3	6	1
2. People who have traveled	3	3	1
3. Opportunities for recreation	2	3	2
4. Agencies of the community	2	3	2
5. Natural resources	2	2	1
6. Occupations	2	1	
7. Industries	1	2	
8. Geographical features	1	1	
9. Local history (histori- cal points of interest)		2	
10. Art and cultural resources		1	
11. Beauty spots			
Totals	16	24	7

TABLE VI

Table VI shows that the survey of Agriculture (farms and products) has the highest frequency, and this is very likely due to the fact that farms are still prevalent in Newington, although the town is becoming more and more a residential suburb.

Since this is a resource that requires much planning and a great deal of time for completion, the frequency of its use would not be high as is borne out in the totals, with 16 surveys made since September, 1946, 24 made in the two previous school years, and 7 intended to be made.

TABLE VII

FREQUENCY DISTRIBUTION OF THE NUMBER OF
COMMUNITY SERVICE ENTERPRISES IN WHICH
ELEMENTARY TEACHERS PARTICIPATED

Community Service Enterprises	participated since September 1946	participated in the two previous school years	intend to participate during the rest of this school year
1. March of Dimes	17	13	2
2. Collections of food, clothes, and money for the needy here and abroad	14	14	1
3. Fire Prevention Week	12	11	2
4. Tuberculosis Christmas Seals	11	8	3
5. Memorial Day Celebration	5	11	6
6. Community Halloween Celebration	8	10	2
7. Community Safety Campaign	7	6	1
8. Crippled Children Christmas Seals	6	6	2
9. Protecting and planting wild flowers	4	5	4
10. Winter bird-feeding station	5	4	2
11. Educational exhibits	4	4	2
12. Beautifying school grounds	4	4	2
13. Community clean-up week	3	5	2
14. Preservation of beneficial birds and animals	2	4	3
15. Planting gardens	2	2	2
16. Gifts to local hospital inmates	2	4	

TABLE VII (Cont.)

Community Service Enterprises	participated since Sep- tember 1946	participated in the two previous school years	intend to participate during the rest of this school year
17. Beautifying the community	2	3	1
18. Community Fourth of July Celebration	3	2	
19. Control of harmful insects	1	2	1
20. Control of noxious weeds	1	2	1
*21. Collecting scrap paper	1	1	
*22. Collecting milkweed pods for the Navy		1	
23. Preserving local history			
24. Writing book on local history			
25. Advertising devices for Community Chest, etc.			
Totals	114	122	39

*This resource was not on the writer's list, but was added by one of the teachers.

TABLE VII

In Table VII, participation in the March of Dimes campaign has the greatest frequency, with Collections of food and money for the needy here and abroad ranking second. It is interesting to note that both involve the collection of money.

There is a rather wide distribution in the number of enterprises in which teachers and children have participated. The total frequency ranks next to the total as shown in Table IV on Collections and Exhibits, with 114 used since September, 1946, 122 in the two previous school years, and 39 intended enterprises.

TABLE VIII

FREQUENCY DISTRIBUTION OF THE NUMBER OF
COMMUNITY RESOURCES UTILIZED BY THE ELEMENTARY GRADES

Grades No.	FT			RV			IRP			CE			CCA			LRS			CSE			Total
	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	A	B	C	
Kinder- garten	2	9		10	1	2	12			11	12	7	4	5	3	3	4	2	13	14	13	127
I	2	4	2	1	1	1				2	3	2		8	9	3			14	13		65
I & II	2	3	7	1	5	1	4	1	1	10	21	19		7	8	5	1		8	12	1	120
II	2	5	6	2	3	1	1	1		10	4			5	5	2			5	5		57
III	2	6	1	3	3	3	2	2	2	11	11	7		3	3	2			5	5	2	68
III & IV	3	4	8	5	4	10	2	8	8	38	37	29		14	15	5	2	3	18	21	6	238
IV	2	4	6	6	1	3	1	1	1	18	14	13		7	7	4	3		10	8	2	110
V	2	6	5	4	5	3	3		1	21	20	10		16	16	12			9	14	8	153
V & VI	2	11	16	6	11	13	2	14	12	36	45	21		19	17	13	10	14	28	30	6	336
VI	2	2	1	2	7	2	1	5	1	4	4	2		3	1				4	3	1	43
Total	21	45	63	32	45	44	17	47	25	14	161	171	110	86	86	49	16	24	114	122	39	1317

Note: A refers to resources utilized since September 1946.

B refers to resources utilized in the two previous school years.

C refers to resources intended to be utilized during the rest of this school year.

TABLE VIII

In Table VIII, it can be noted that there is a wide range in the frequency of the use of community resources by the various grades. The combination Grades V & VI have the highest total, with 336, and Grades VI, the lowest total with 43. Combination Grades III & IV rank second in total number used with 238, Grade V ranks third with 153, Kindergarten ranks fourth with a total of 127, and combination Grades I & II rank fifth with a total of 120. With the exception of the Kindergarten and Grade V, the double grade combinations have utilized community resources more than the single grades.

In general, Collections and Exhibits, Community Service Enterprises, and Contacts with Community Agencies were the three types of resources most frequently utilized by all the grades, and Local Resource Surveys was the least utilized.

Over a three year period, the teachers as a group made use of community resources 1317 times.

TABLE IX
NUMBER AND PER CENT OF
ELEMENTARY TEACHERS NOT UTILIZING RESOURCES

Categories	Number	Per Cent
Local Resource Surveys	14	66 $\frac{2}{3}$
Interviews with Resource People	8	38
Resource Visitors	4	19
Contacts with Community Agencies	3	14
Field Trips	2	9 $\frac{1}{2}$
Community Enterprises	2	9 $\frac{1}{2}$
Collections and Exhibits	2	9 $\frac{1}{2}$

TABLE IX

Table IX indicates that there was no classification of resources that was utilized by every teacher. Of the twenty-one teachers, 14 or $66 \frac{2}{3}$ per cent did not make use of Local Resource Surveys, indicating that Local Resource Surveys were utilized by the fewest number of teachers. There were 8 teachers, or 38 per cent of the group who made no use of Interviews with Resource People; 4, or 19 per cent made no use of Resource Visitors; and 3, or 14 per cent made no use of Contacts with Community Agencies. Each of the three classifications, Field Trips, Community Service Enterprises, and Collections and Exhibits, was not utilized by 2, or $9 \frac{1}{2}$ per cent of the teachers, showing that these classifications were used by the greatest number of teachers.

Questions Related to Resources Utilized

In answer to the question on the last page of the questionnaire, "Have the community resources that you have utilized been directly related to the classroom activities of your children?", there were fourteen teachers who indicated in the affirmative, and seven who made no response at all. This indicates that two-thirds of the teachers have utilized community resources directly related to the classroom activities. Since one-third did not answer either "yes" or "no", it must be presumed that they were in doubt as to the status of at least some of the resources they utilized.

There was no response to the request that teachers list any resources that they would not utilize again for their classroom program. This would seem to indicate that none of the resources utilized have been found unsatisfactory for classroom use.

CHAPTER V

SUMMARY AND CONCLUSIONS

It was the purpose of this study to determine the extent to which the elementary schools of Newington, Connecticut, are utilizing the resources of the community.

Since the literature did not reveal a method to determine the extent to which the elementary schools of a given community were utilizing its resources, it was necessary to devise such a method in order to fulfill the purpose of the study. By using the accounts in the literature of teachers who have utilized community resources appropriate for elementary school children, a representative list of resources was evolved and used to build a questionnaire in the form of a check list.

The questionnaire would also serve as a pattern or point of departure for others who may wish to seek information of a similar nature.

Conclusions

1. The teachers are utilizing the resources of the community. However, there is a wide variation in the number of resources used by individual teachers.

2. Considering the potential number of resources avail-

able in the community, the teachers as a group did not make extensive use of them. However, there appears to be a trend to make greater use of the community's resources.

3. There is a tendency for the combination grades to make more frequent use of community resources than single grades.

4. The combination Grades V and VI made the most frequent use of community resources, and the single Grades VI made the least use of them.

5. The majority of the teachers are utilizing resources directly related to their classroom programs.

6. Collections and Exhibits was the resource most frequently utilized. The others, listed in the order of their frequency of use are as follows: Community Service Enterprises, Contacts with Community Agencies, Field Trips, Resource Visitors, Interviews with Resource People, and Local Resource Surveys.

Suggestions for Further Study

1. Conduct a similar study to determine how the elementary schools of other towns compare with those of Newington with respect to the utilization of community resources.

2. Conduct a survey to determine if communities are making provisions in the curriculum for guiding teachers in the use of community resources.

3. Conduct a study to determine if teachers are aware of the resources of the community in which they teach.

4. Make a study of children's knowledge of their own community.

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